JOURNAL OF ENGLISH TEACHING, APPLIED LINGUISTICS AND LITERATURES (JETALL)
English Language Education Study Program, FKIP Universitas Lambung Mangkurat Banjarmasin
Volume 8 Number 1 2025

STUDENTS' VIEWS ON THE IMPLEMENTATION OF PHOTOVOICE BASED ON BOARD GAME IN SPEAKING SKILL IN SENIOR HIGH SCHOOL

Nazar Hasby 1
University of Islam Kalimantan Muhammad Arsyad Al Banjari Banjarmasin, South Kalimantan, Indonesia 1
academicnazar7@gmail.com 1

Neneng Islamiah 2
University of Islam Kalimantan Muhammad Arsyad Al Banjari Banjarmasin, South Kalimantan, Indonesia 2
nislamiah09@gmail.com 2

Fitra Ramadani 3
University of Islam Kalimantan Muhammad Arsyad Al Banjari Banjarmasin, South Kalimantan, Indonesia 3
rookiefitra85@gmail.com 3

Harum Mustika 4
University of Islam Kalimantan Muhammad Arsyad Al Banjari Banjarmasin, South Kalimantan, Indonesia 4
harummustika01@gmail.com 4

Abstract: This research aims to determine students' views and to find out the benefits of implementation of photovoice based on board game in speaking activity in senior high school. In this research, the researcher design used qualitative research, data collection procedures were conducted through observations and interviews with students of class XII of SMAN 3 Banjarmasin, South Kalimantan province, Indonesia, with pseudonyms A, B, C, D, E, F. The researcher conducted a semi-structured interview to investigate second-semester student's views on the implementation of a board game. It can be concluded that photovoice based on board game as educational games in the classroom acts as a tremendously helpful learning media that can improve the students' engagement, performance, speaking skills, public speaking, confidence in speaking, and ability to speak English in class. It can be a tool to help the teachers do the formative assessment.

Keywords: *Students' views, Photovoice, Board game, Speaking skill.*

INTRODUCTION

In the 21st century, various techniques and methods continue to be carried out to achieve what is intended, especially in education. The teaching and learning of English can be effectively supported by the use of photovoice. Even some academics at universities have taught their students using the photovoice model. In (Nurhadi, Istiqomah, and Gunawan 2022) report that given the condition of education, photovoice has been used as a research approach to investigate how students actually experience the teaching and learning process. (Pranata & Halim, 2020) researchers think this method can also be used in the EFL classroom, where it helps students express themselves through pictures.

Photovoice could be used for learning that integrates technology and the environment. According to (Wang 2020) Photovoice is a medium used in learning where students work in groups and develop their creativity through specific techniques and photography, which uses visual messages followed by narration to

increase learning engagement. More precisely, Dr. Caroline Wang of the University of Michigan created photovoice in order to enable group members to work together to enhance the group or community through photographic performances. (Wang, 1997). Photovoice can help students describe their thoughts about the photos they choose in English and communicate their thoughts in class.

In addition, according to (Anas, Musdariah, and Pasolong 2022) photovoice can also be used to increase student engagement in English learning, such as in speaking practice. According to (Hieu, 2023) photovoice can be a reflective learning tool to improve students' speaking skills. Therefore, photovoice can be an effective technique in improving students' speaking skills in English learning (Janu, 2021) using this strategy will help students perform better in speaking. Speaking is the ability to speak in English, which is the main thing for success in learning English. According to (Islamiah and Nurhasanah 2019) speaking expresses ideas, opinions, or feelings to others through words or to persuade and entertain, which will be learned using several learning methodology techniques.

Speaking is one of the primary language learning skills that must be considered. Of the four essential language skills, speaking is considered the essential skill in foreign or second language learning, and according to (Rao, 2019) a person is considered successful in learning a foreign language when he/she can successfully speak it. (Sahib, 2019) reported that learning to speak is very important to help learners achieve a target language. In learning to speak, several techniques and methods can be applied to make the learning process more effective, one of which is game based learning, which is very important because it offers several advantages that can improve quality, such as increasing speech motivation.

(Hayuningtyas 2020) states that playing games in speaking classes encourages students to speak English actively. Learning media in English teaching should be more varied and interesting, and learning should be fun and alternative. (Hadi, 2022) stated engaging and enjoyable student activities are necessary for an engaging teaching and learning process. One of the applications of the game, for example, is the photovoice based board game. Board game are play on a board using pieces, cards, dice, or other game elements. A board game is defined by the Oxford Dictionary (2019) as any game that uses counters or other objects to be placed around a board.

Board games present questions and regulations that players must vocally respond. By connecting the board game and photovoice, it can create a new innovation in learning media. This game is indirect and will train students to speak and enrich their vocabulary because students are required to communicate in English according to the questions in the board game. They must be able to describe and explain the pictures they take to their opponents according to the board game interruptions.

Using this photovoice based on board game not only provides an opportunity for students to improve their speaking skills but also allows them to express their ideas and views through visual expression. (Ramadani, 2022) stated a teacher can promote students' achievement of learning objectives and carry out the

learning process more quickly and easily by employing effective and pertinent teaching materials.

This study aims to understand students' views on implementation photovoice based on board game in senior high school. By understanding students' views, the researcher can find out the benefits of this learning media in improving their speaking ability and understanding of English materials. By exploring students' views, this research seeks to contribute to development of learning media that are more contextual and relevant to students' needs in improving English language skills.

The results of this study can provide recommendations for teachers for more adaptive learning media, especially in teaching English in a school environment using photovoice based on board game media. Students are expected to be interested and happy to learn English and can enrich their English vocabulary, improve their speaking skills, and use technology well.

Research questions

1. What are the students' views on the implementation of a photovoice based on board game in speaking activity in senior high school?
2. What are the benefits of a photovoice based on board game in speaking activity in senior high school?

Scope and limitation of the research

Based on the problem identification above, the researcher limited the problem in the ways; students' views on the implementation of a photovoice based on board game in speaking activity in senior high school and the benefits of a photovoice based on board game in speaking activity in senior high school.

LITERATURE REVIEW

Photovoice

Early in the 1990s, University of Michigan School of Public Health researcher and professor Caroline Wang developed photovoice as a participatory action research method (Wang, 1999). Photovoice is an approach designed to enable unrepresented groups to work together and "identify, represent, and strengthen their communities through community based research activities with a specialized photographic style" (Wang, 1997).

According to Blackman and Fairei (2011) actions performed through photovoice, such as taking photographs and sharing stories about them, have significant effects. People who feel this sense of empowerment may be more motivated to improve their own lives and those of others in their community. Students are asked to perform various roles in class with photovoice, which allows them to improve their micro speaking skills, such as giving opinions or asking for something politely (Nugroho, 2022).

(Ferdiansyah 2020), (Hidayat., Rifqi., 2019),. (Janu,2021),. (Nugroho, 2022) found that students' conversations included more details, had higher fluency and could handle situations requiring more extensive conversations in a more natural and meaningful way.

Given the aforementioned advantages, photovoice has to be investigated in the classroom. It is anticipated that the application of this strategy will enhance students' oral communication abilities, as detailed in the upcoming chapter, which will boost its usage in the classroom.

Speaking skill

Speaking is one of the skills in language learning, whereas other skills are listening, reading, and writing. According to Gert and Hans (2008) speaking is speech or speech with the intention that the speaker can know the intention and the recipient processes the statements to recognize the intention. The recipient processes these statements to recognize their intent where the listener and speaker have a close relationship so that there is communication that is expected and understandable by both. Expected and understandable by both. According to (Brown, 2010) speaking is a productive skill that can be observed directly and empirically. Directly and empirically observable.

Speaking is a medium of communication in conveying an intention that wants to be conveyed to the listener. The most crucial aspect of learning a second or foreign language is developing speaking abilities. Speaking is the most crucial ability among the four essential language abilities for learning a foreign or second language (Rao, 2019). Therefore, it is imperative that every person on the world learn English since, in addition to being a universal language, doing so will provide us with a number of advantages, such as making it simpler for us to interact with people abroad and obtain employment in this day and age. We are also able to pursue our education abroad thanks to modernization.

Thus, having effective speaking abilities becomes a chance to get (Rao, 2019). Speaking a language fluently is the most crucial skill to acquire in order to become a language master. When someone is able to speak a language fluently, it is considered that they have mastered it. As explained (Zuhriyah, 2017) When someone can speak a foreign language, that person is said to have successfully learned it. To put it briefly, English is an international language, which makes it very important to learn. Learning English will also help us in many other ways, such as making it easier for us to speak with people around the world, get employment, and access information.

One of the hardest things for students to master when studying a foreign language is speaking. But above all, any activity designed for kids needs to be engaging, entertaining, and communicative in order to inspire a passion for learning a foreign language in them. Fun is when students are content with the task that teachers have designed for them. Enjoyable refers to their eagerness to engage in any speaking exercise (Amirullah, 2016).

The researcher quoted some theories that were related to the speech in order to support the research. The theories guided the researcher to do better research. According to (Brown, 2000) speaking is a productive skill that can be directly and empirically observed. This means that when students produce their information orally, other people can observe them directly. Furthermore, people can notice

someone's language from their speaking performance. In short, as language learners, the students must produce their language by speaking orally.

Board game

A game is an activity that has set rules and goals. When playing a game, participants must follow the rules and strive for measurable results. Meanwhile, (Schreiber,. 2010) claimed that games are a type of artificial activity with goals, conflicts, rules, and decision-making. Artificial activity involving decision making, rules, conflicts, and goals. Cooperative and competitive games are the two types. (Smith, 2012) states that cooperative games are games that require players to work together. Games that require players to work in groups to achieve goals. On the other hand, in competitive games competitive games, players must work independently to achieve the goal.

In a board game, players must adhere to a set of rules and move pieces, or squares, in a certain way on a board that has been marked. Among the many types of board games are war games, strategic games, family games, classic games, and themed games. Chess, Monopoly, and Snakes and Ladders are a few of the well-known board games. Board games have a specific environment and are governed by rules. students can gain from this area of language development and have better encounters with other players when they play context-related games. As mentioned in social constructivism theory by (Vygotsky, 1978) playing board game helps to enhance children's development. Therefore (Mostowfi, 2016) Because they give students exposure to the language, board games are acknowledged as the best tool for language learning. They amuse students while educating them on fresh information.

An excellent board game with a specific learning purpose can be used in the classroom with great practicality and high instructional value. Students will be encouraged to play by the rules and speak the target language since the majority of them are interested in the game. Language used in the game. As they expand their vocabulary and become more proficient in the language through the game, they will pick up the language subconsciously. Because board games include aspects of cooperative learning and turn-taking that require each player to talk, which encourage natural communication among students, they have been frequently employed as a strategy in teaching speaking skills overseas. (Arslan, Moseley, and Cigdemoglu 2011); (Syakur 2020).

METHODOLOGY

Research Design

Qualitative research approaches were employed by the researcher to find out students' views on implementation photovoice based on board games in senior high school. This research uses observation and interviews. The purpose of this qualitative research approach is to collect written conversational and interview data from the subjects of the study (Alfarisy,F. 2020) Through analysis of these perspectives, the researcher will draw conclusions from the standpoint of participation, providing a broad understanding of social reality from many

perspectives on participation. The researcher chose to employ the procedure based on the justification provided above because it is pertinent to students' views on the implementation of photovoice based on board game in speaking skill in senior high school.

Data and Source of Data

Under the pseudonyms A, B, C, D, E, and F, data from SMAN 3 Banjarmasin, South Kalimantan province, Indonesia, was collected for this study during the second semester of the senior high school year (2023/2024). (Pramudyo, 2017) claims that the respondents' right to privacy is the reason researcher decided not to disclose who they were. In their second semester, all participants are studying in a senior high school located in Banjarmasin City, South Kalimantan province, Indonesia.

The researcher thought about enrolling volunteers willingly for this study for two reasons: (1) The researcher and the participants had experience on implementing the game before. It can facilitate researcher in analyzing it because they have played the game. Moreover, (2) the participants are willing and ready to participate and willing to help the researcher to complete the research.

Table.1. Demographic Information of The Participants

Participants	Gender	Age
A	Female	17
B	Female	17
C	Female	17
D	Male	18
E	Male	18
F	Male	17

Data Collection Technique

The type of data that researchers gather when gathering data is qualitative data. Interviews are the method the researcher uses to obtain data. The researcher conducted semi-structured interview to investigate second-semester students' views on the implementation of photovoice based board game. The procedure of conducting an in-person, direct interview. According to (Sugiyono 2011) An interview process used to identify issues more candidly is known as a semi-structured interview report. Interested parties are asked to ask each other detailed questions about their thoughts and opinions.

The researcher personally met with each of the six participants to inquire about their desire to participate in the study prior to conducting the interviews. Once the participants gave their consent, the researcher scheduled an interview time and location and gave them an explanation of the study's objectives. Individual interviews are conducted with each participant at various locations and times.

Participants receive the interview sheet protocol or guidelines beforehand so they may prepare and provide accurate and suitable answers to the questions. The interview questions emphasize students' views on the implementation of photovoice based board game. The researcher obtained consent from the participants to get ready for in-person interviews in order to collect data. The interview lasted around fifteen minutes, during which the participants and the researcher communicated in Indonesian.

Procedure of Data Collection

In this research, data collection procedures were carried out through observations and interviews with students of class XII of SMAN 3 Banjarmasin. The steps will be explained as follows:

1. The researcher requested permission to conduct this research to the relevant institution.
2. The researcher asked permission from the English language subject teacher to make observations to the class where there was English language learning.
3. The researchers make introductions about what will be studied to students in the classroom.
4. The researcher practiced it in class.
5. The researcher chooses several students as representatives to be interviewed.
6. The researcher conducted interviews with several students.
7. The researcher collect the results of interviews with students who have been interviewed.

Analysis Data

In this case, the researcher employs interview data to obtain the student's views on the implementation photovoice based board game in high school. The interview data is transcribed by the researcher for data analysis after the interview procedure. Following data collection, the mixed-language (Indonesian) data are translated into English. This data transcription was analyzed by the data collected from interviews based on seeking answers to the research questions. And addition, the interview data are listened to and repeatedly read to the focus point of the problem study.

Lincoln And Guba quote in Faisal as cited in (Sugiyono 2011) report that suggests that there are six steps in the interview procedure to collect data results in qualitative research. These steps are: decide with whom to conduct the interview; prepare the topic of discussion; initiate or open the interview flow; inform and conclude the summary of the interview results; write the interview results into field notes; and analyze the follow-up to the obtained interview results.

JOURNAL OF ENGLISH TEACHING, APPLIED LINGUISTICS AND LITERATURES (JETALL)
English Language Education Study Program, FKIP Universitas Lambung Mangkurat Banjarmasin
Volume 8 Number 1 2025

RESULT AND DISCUSSIONS

After outlining the research methodology, ideas that have supported the findings, and research background, this chapter delivers the research findings. ased on the informant interviews that were necessary for the study, the research's findings are presented with a particular emphasis on the issue under investigation. The research findings are presented in this chapter.

It clarifies that there are two questions that their research questions have answers to. In each of these questions, the researcher answer the research questions based on table (1) *"What are the students' views on the implementation of photovoice based on board game in speaking activity in senior high school?"*. And table (2) *"What are the benefits of photovoice based on board game in speaking activity in senior high school?"*. Moreover, the interview results will answer the two questions in the table above.

This study attempts to determine students' views on the implementation of photovoice based on board game in speaking activity in senior high school. It includes the benefit of the implementation of a photovoice based on a board game in speaking activity in senior high school based on their views. Six participants in the in-person interview reported having used photovoice in senior high school speaking exercises based on board games. This study discovered that all students in relation to the first research question.

The results of interviewed responded show the positively using a photovoice based on a board game in speaking activity in senior high school. They claimed that the implementation of photovoice based on board games in speaking activity in senior high school is a new and fun media that has ever been implemented in their learning media in the class, which could be an absolute tool in enhancing speaking activity in senior high school. Students enjoy the uniqueness of the implementation of a photovoice based on a board game in speaking activity in senior high school. Since it offers excellent and unusual media, It sets it apart from all other educational materials.

Additionally, in reference to the second research question, the participants mentions the advantages. All of the students claimed that a photovoice was implemented based on a board game in speaking activity in senior high school. It has given them many useful benefits, including the advancement of speaking skills, the improvement of confidence, and the enhancement of the student's active participation.

Result

Table 1. “What are the students’ views on the implementation of a photovoice based on board game in speaking activity in senior high school?”

Participants	Descriptions
P.1	Useful, in eee speaking like that well yes speaking, because in order to be confident, yes, to be confident in speaking, if in front of friends all of them are shy, they are not confident, if in this group you have to be confident and there are also challenges from the game rules.

P.2	it is useful eee yep and in my view it is also useful, of course, in eeemmmm speaking publicly ee how we say in heemm, in terms of photovoice this is saying in a picture that we change narratively not everyone can but with this board game-based photovoice we can train, and increase how we can do things like creating a narrative in one photo.
P.3	It helps, because in photovoice we are told to explain 1 photo using English, so it helps us to be more able to speaking English in class.
P.4	According to me, it is useful in practicing speaking and also communication with friends.
P.5	Photo voice based on board game is useful in class speaking activities because it trains not to be nervous, well maybe that's what it is.
P.6	So that students are more able to express expressions and English.

Based on the participants' responses, according to table 1, the implementation of a photovoice based on board games in speaking activity in senior high school gives an excellent impression to the students. It can increase the students' excitement in speaking skills, public speaking, confidence in speaking, be more able to speak English in class, and it is useful in class speaking activities because it trains them not to be nervous, useful in practicing speaking, also communication with friends and more able to express expressions in English.

(Syakur 2020) stated that students can practice interesting content, focus their attention, and improve their communication skills with a stated board game. In addition, playing board games boosts pupils' ability to communicate. Students discovered that it's a novel medium that can pique their interest. All participants agreed that implementation a photovoice based on a board game in speaking activity in senior high school is the most useful and exciting learning media they have ever encountered.

Table 2. “What are the benefits of a photovoice based on board game in speaking activity in senior high school?”

Participants	Descriptions
P.1	Eeem the benefits are to improve speaking in front of friends and then the English language is more able to think more so it's like developing English. So if I'm wrong in the group, I'm not too embarrassed than in front of all my friends if I'm wrong. And it's just a game so I enjoy it.
P.2	Hemmm it seems that so far the benefits of this game itself increase communicative skills and speaking skills.
P.3	Increase confidence to speak, let communication between friends be established, also helps to learn more about English speaking.

P.4	For the benefits of being able to communicate in English and then being able to train speaking and also more relaxed because with group friends earlier.
P.5	The benefit is to train public speaking in front of people.
P.6	In my opinion, students are more able to speak English and also express expressions in English.

Based on the participants' responses, according to table 2, we can concluded that the benefit the researcher believes that the benefits of the implementation of a photovoice based on the board game in speaking activity in senior high school. The benefits are to improve speaking in front of friends. Then, the English language is more able to think more. Developing English increases communication skills, speaking skills, and confidence; communication between friends is established. It also helps to learn more about English speaking, communicate in English, train to speak in public in front of people, and be more able to speak and express expressions in English.

According to (Hieu, 2023) stated that by giving students more opportunities to recall words, expand their vocabulary, and enhance their pronunciation, the photovoice technique can be effectively implemented in speaking classrooms. Additionally, by encouraging students to communicate and interact more in class, this method creates a productive learning environment for them with a noticeable improvement in interactions. Six participants stated that the benefits of the implementation of a photovoice based on a board game in speaking activity in senior high school are helps speaking skills, communicative skills, confidence speaking, and the ability to speak English.

Discussions

This research aimed determine students' views and to find out the benefits of implementation a photovoice based on board game in speaking activity in senior high school. The outcomes of the six participants' interviews served as the basis for this research. Each participant provided different insights and comments, which the researcher assessed and expanded upon below to address the study's research questions.

The initial inquiry into the research is concerning the students' views on the implementation of a photovoice based on a board game in speaking activity in senior high school. From the responses, they have six major views on photovoice based on board game; excellent impression to the students. It can increase the students' excitement in speaking skills, public speaking, confidence in speaking, be more able to speak English in class, and it is useful in class speaking activities because it trains them not to be nervous, useful in practicing speaking, also communication with friends and more able to express expressions in English.

This is similar to what was conveyed by (Stefani and Setyorini 2019) in their article, which states that the use of board games can increase student confidence, fluency, and vocabulary and make students more active in speaking because the game provides a friendly atmosphere where students can learn to use effective language expression and communication in a fun way. A friendly atmosphere where

students can learn to use language expression effectively and communicate in a fun way.

Students found a new media that can excite them to experience it. All participants agreed that implementing a photovoice based on a board game in speaking activity in senior high school is the most useful and exciting learning media they have ever encountered. This idea is supported by (Hieu, 2023) in Dörnyei and Ushioda (2011) who assert a connection between engagement and a great first impression. According to this study, students are more likely to participate more actively in class because of the enjoyable environment they experience on the photovoice based on board, which in turn motivates them to learn.

This is similar to what (Erikasari 2019) claimed that learning motivation might emerge if students have a desire to study; motivation will create zeal so that students would recognize the direction of their learning. For the purpose of achieving the established learning objectives, students need to be motivated, both intrinsically and externally. The second inquiry centers on the benefits of a photovoice based on a board game in speaking activity in senior high school that the students face. The students agreed that photovoice based on board game has many benefits in their learning. The benefits are to improve speaking in front of friends. Then, the English language is more able to think more.

Developing English increases communication skills, speaking skills, and confidence; communication between friends is established. It also helps to learn more about speaking English, communicating in English, training to speak in public in front of people, and being more able to speak and express expressions in English. Six participants stated that the benefits of the implementation of a photovoice based on a board game in speaking activity in senior high school are that it helps speaking skills, communicative skills, confidence speaking, and the ability to speak English. as stated by (Maranatha 2023) reported that board game is a great tool for giving students confidence when speaking English.

Students can gain confidence in their English speaking by interacting in small groups of three to five people. By giving comments to their peers, individuals improve their speaking abilities with peers while they practice speaking English..
Another benefits of photovoice based on board game that the students mainly feel is the change in the class environment. When photovoice based on a board game is being cooperated, Remarkably, the dull classroom setting may be transformed into an interesting and lively one.

All of the students are competitive because photovoice, which is based on a board game, makes them want to win. (Leaning, M. 2015) argued that incorporating games can be valuable since the students' engagement is based on the educational context; because of the enjoyable environment, students feel more at ease when learning because they may increase their knowledge while playing. The study's findings align with several researchers' statements (Maaly, Y. 2021), (Velea, S. 2017) that photovoice has a number of benefits for fostering creativity and enhancing speaking and writing abilities. These concurred with the results of (Widiadnya 2019) which confirmed that photovoice was a remedy for speaking to students in school.

As for other findings obtained based on the interview of the six participants about photovoice based on board games, the implementation of a photovoice based on board game helps students in learning, especially speaking activities in senior high school. And then, the implementation of a photovoice based on the board games in speaking activity in senior high school gives an interesting, fun, and interactive atmosphere to learning media because it is a unique and innovative media. Students discover new media and get eager to explore it. Furthermore, some findings are no less important than the implementation of photovoice based on board games, which are the students' confidence and enthusiasm for communication with friends.

This is as stated in Table 2, listed in the findings. The implementation of a photovoice based on a board game in speaking activity in senior high school enhances the students' confidence and enthusiasm for communication with friends in answering the questions. It is usually found in classes where students must be more motivated to answer questions. However, photovoice based on board gives every student freedom and opportunity to participate actively and confidently in the class.

It can be inferred from the results and discussion that photovoice based on board game in speaking activities in senior high school act as a useful educational tool that helps enhance students' performance, engagement, public speaking abilities, speaking confidence, and proficiency in English in the classroom. It is useful for practicing speaking, communicating with friends, and expressing oneself in English. However, there are drawbacks, such as noise affecting other students' concentration, but these can be managed by the teacher. Overall, photovoice-based board games are beneficial for students and can be a tool for formative assessment, improving teaching and learning quality.

CONCLUSION

Conclusion

It can be concluded that the implementation of photovoice based on board game in speaking activity in senior high school as educational games serve as an excellent and beneficial learning tool in the classroom that can enhance students' performance and engagement, speaking skills, public speaking, confidence in speaking, be more able to speak English in classroom. It is useful in classroom speaking activities because it trains them not to be nervous, it is useful in practicing speaking, communicates with friends, and easier to express expressions in English. Furthermore, photovoice based on board game are interesting, fun, and interactive learning media, enhancing the standard of classroom instruction.

However, it is undeniable that photovoice based on board game has drawbacks that can be faced in some circumstances. This research found that students feel disturbed because of some hindrances, sometimes it is be noisy. Therefore, the noise affects the other students who can not concentrate. Though it depends on the students' behavior, this scenario does not always occur in the classroom, giving the teacher the opportunity to advise them.

SUGGESTION

For Students

They can use the photovoice based on board games in speaking activities in senior high school in their free time and free hours to liven up the atmosphere. It is also exciting and fun to learn about the media.

For Teachers

Photovoice, which is based on board games, is one of the media that can be used to help train students' speaking in senior high school speaking activities. This is because it is designed to be a learning tool while students play, which is known to pique their interest. Teachers can utilize this material for teaching, and it fosters creativity and learning.

For Other Researchers

The researcher expects that this research will help other researchers conduct new research related to this research there are many novelty in the discussion of this research.

ACKNOWLEDGMENT

The researcher would like to express her deepest gratitude to all those who have supported and contributed to this research. First, we would like to express our deepest gratitude to the participants for taking the time and providing valuable information in this research process. This research was only possible with their active participation and cooperation. Gratitude is also extended to the high school for granting permission and facilities to conduct this research. The support provided by the school, especially the principal, teachers, and other staff, was invaluable in the smooth research and data collection process.

In addition, the researcher is grateful to the supporting colleagues who helped for the support that has been given. Finally, the researcher would like to express her gratitude to her family and friends, who always provided moral support and encouragement throughout the research process. Hopefully, all the support that has been given will benefit the progress of this research and all parties involved.

REFERENCES

Alfarisy,F. 2020. "Kajian Budaya: Kebijakan Bahasa Di Tengah Pandemi Covid19." *Jurnal Kajian Budaya, Perpustakaan, Dan Informasi* 343–53.

Anas, Ismail, Andi Musdariah, and Harbani Pasolong. 2022. "PROJECT-BASED DIGITAL PHOTOVOICE AS A PARTICIPATORY APPROACH TO TEACHING SPEAKING IN VOCATIONAL HIGHER EDUCATION."

Arslan, Harika Ozge, Christine Moseley, and Ceyhan Cigdemoglu. 2011. "Taking Attention on Environmental Issues by an Attractive Educational Game: Enviropoly." *Procedia - Social and Behavioral Sciences* 28:801–6. doi: 10.1016/j.sbspro.2011.11.146.

Brown,H.D., Abeywickrama, P. 2010. *Language Assessment: Principles and Classroom Practice*. New York: Pearson Education Inc.

Erikasari. 2019. "PERANAN MOTIVASI, KREATIVITAS DALAM PROSES BELAJAR DAN PEMBELAJARAN." 07 Number 02 2019. doi: 10.1007/XXXXXX-XX-0000-00.

Ferdiansyah,S., Widodo, H. P. &. Elyas,T. 2020. "Photovoice in the English as an Additional Language (EAL) Writing Classroom: No Need to Rush to Love Writing Because Love Will Grow with Time The Use of Photovoice in Educational Contexts." *Journal of Asia TEFL* 17(1):269–79.

Fitra Ramadani, Neneng Islamiah. 2022. "Developing English Language Material for High School Level Using Pictures Media to Improve Students Speaking Skills." *INTENSIVE JOURNAL* 5(2):145–51. doi: DOI: http://dx.doi.org/10.31602/intensive.v5i2.8275.

Hadi, Muhammad Wahyu, and Masyudi- -. 2022. "Teaching Simple Structure by Using Snakes and Ladders Games to Improve Students' Speaking Skill." *JUPE : Jurnal Pendidikan Mandala* 7(4). doi: 10.58258/jupe.v7i4.4370.

Hayuningtyas, Nina. 2020. "DEVELOPING 'SPEAK IT UP' BOARD GAME IN SPEAKING SKILL FOR UNDERGRADUATE EFL STUDENTS." 6(5).

Hidayat,R.A.,Rifqi,R., Sulistianingsih, E. 2019. "The Effect of Photovoice on Speaking Skills at the Secondary School Level. Vision." *Journal for Language and Foreign Language Learning* 8(140).

Hieu, Cao Xuan. 2023. "Employing Photovoice in Improving Students' Speaking Skill at a Primary School." *International Journal of Social Science and Human Research* 6(11). doi: 10.47191/ijsshr/v6-i11-23.

Islamiah, Neneng, and Nurhasanah Nurhasanah. 2019. "SPEAKING SKILL AND PICTURE SERIES ON EFL CLASSROOM." *Journal of English Teaching, Applied Linguistics and Literatures (JETALL)* 2(2):77. doi: 10.20527/jetall.v2i2.7311.

Janu, S., Halim, A. n.d. "Improving Students' Oral Skill Using Photovoice." *AL LUGHAWIYAAT*.

Leaning, M. 2015. "A Study of the Use of Games and Gamification to Enhance Student Engagement, Experience and Achievement on a Theory-Based Course of an Undergraduate Media Degree." *Journal of Media Practice* 16 (2):155–270.

Maaly, Y. 2021. "A Photo for Change: A Mixed Methods Study of Using Photovoice Pedagogy to Foster Transformative Learning Among College Students." *Doctor of Philosophy Dissertation, University of Northern Colorado*.

Maranatha. 2023. "Examining University Students' Perceptions on the Implementation of Board Game in an English Speaking Class." *Jambura Journal of English Teaching and Literature* 4(1):21–33.

Mostowfi, S.;, ; Mamaghani, N. K. ;. Khorramar, M. 2016. "Designing Playful Learning by Using Educational Board Game for Children in the Age Range of 7–12: A Case Study: Recycling and Waste Separation Education Board Game." *Int. J. Environ. Sci. Educ* 5454–76.

Nugroho,K.Y, Sakhiyya. 2022. "Photovoice: Young Children Online English Language Learning, Parents' Voices and Its Implication to Educational Policy and Provision." *Indonesian Journal of Applied Linguistics* 11(3):612–22. doi: https://doi.org/10.17509/ijal.v11i3.35083.

Nurhadi, Kardi, Lilik Istiqomah, and Fahmi Gunawan. 2022. "Adopting Photovoice to Explore EFL Student Teachers Online Thesis Examination Experiences: Lessons Learned from Indonesia." 46(3).

Pramudyo,G.N. 2017. "Etika Ilmiah Dan Penelitian."

Pranata, Muhammad Yudhi, and Abdul Halim. n.d. "Integrating Photovoice in Building Students' Confidence in Facing Public Speaking."

Rao, P. S. n.d. "The Importance of Speaking Skills in English Classrooms." *Alford Council of International English & Literature Journal(ACIELJ)* Vol 2((Issue 2)):18.

Sahib, N. n.d. "Using Dialogue-Games in Improving Speaking Ability of Participants of Advanced Level of PIKIH Program." *Jurnal Linguistik* 1:19–30.

Schreiber, I. n.d. "Game Design Concept: An Experiment in Game Design and Teaching."

Smith,P.A. n.d. "Cooperative Vs Competitive Goals in Educational Video Games." *University of Central Florida Orlando.2012*.

Stefani, Mentari, and Yuesi Setyorini. 2019. "Meningkatkan Keterampilan Berbicara Siswa menggunakan Media Board Game."

Sugiyono. 2011. *Metode Penelitian Kuantitatif, Kualitatif, Dan Kombinasi (Mixed Methods)*. Bandung: Alfabeta.

Syakur, M. Arief. 2020. "THE USE OF BOARD GAME IN TEACHING SPEAKING TO YOUNG LEARNERS." *English Education : Journal of English Teaching and Research* 5(2):149–55. doi: 10.29407/jetar.v5i2.14633.

Velea, S., Alexandru, M. 2017. "PhotoVoice Connector."

Vygotsky, L.S. 1978. *The Development of Higher Psychological Processes*. Cambridge, MA, USA,: ; Harvard University Press.

Wang, C, Burris, M. A. n.d. "Photovoice: Concept, Methodology, and Use for Participatory Needs Assessment." *Health Education and Behaviour* 24 (3):369-387.

Wang, Ting. 2020. "Using Photovoice as Methodology, Pedagogy and Assessment Tool in Education: Graduate Students' Experiences and Reflections." *Beijing International Review of Education* 2(1):112–35. doi: 10.1163/25902539-00201008.

Widiadnya, I. Gusti Ngurah Bagus Yoga. 2019. "Implementing Photovoice in Teaching Speaking to the Tenth Grade Students of SMA (SLUA) Saraswati 1 Denpasar." *International Journal for Educational and Vocational Studies* 1(7). doi: 10.29103/ijevs.v1i7.1774.